

TIGERVILLE ELEMENTARY

25 School Rd, PO Box 275

Tigerville, SC 29688

GRADES K-5 Elementary School

ENROLLMENT 264 Students

PRINCIPAL Regina M. Urueta 864-895-0120

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	16	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004	Good	Unsatisfactory	Yes

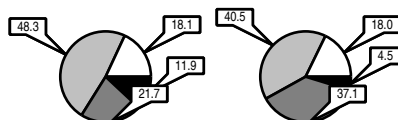
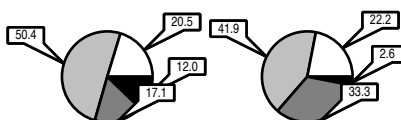
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	123	100.0	22.2	41.9	33.3	2.6	52.1	Yes	Yes
Gender									
Male	65	100.0	32.3	40.3	25.8	1.6	45.2		
Female	58	100.0	10.9	43.6	41.8	3.6	60.0		
Racial/Ethnic Group									
White	119	100.0	21.9	42.1	33.3	2.6	51.8	Yes	Yes
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	93	100.0	15.7	40.4	40.4	3.4	61.8		
Disabled	30	100.0	42.9	46.4	10.7	0.0	21.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	123	100.0	22.2	41.9	33.3	2.6	52.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	22.2	41.9	33.3	2.6	52.1		
Socio-Economic Status									
Subsidized meals	63	100.0	22.4	53.4	22.4	1.7	44.8	Yes	Yes
Full-pay meals	60	100.0	22.0	30.5	44.1	3.4	59.3		

Mathematics - State Performance Objective = 15.5%									
All Students	123	100.0	20.5	50.4	17.1	12.0	51.3	Yes	Yes
Gender									
Male	65	100.0	21.0	54.8	12.9	11.3	48.4		
Female	58	100.0	20.0	45.5	21.8	12.7	54.5		
Racial/Ethnic Group									
White	119	100.0	20.2	50.9	16.7	12.3	50.9	Yes	Yes
African-American	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	93	100.0	14.6	52.8	19.1	13.5	56.2		
Disabled	30	100.0	39.3	42.9	10.7	7.1	35.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	123	100.0	20.5	50.4	17.1	12.0	51.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	123	100.0	20.5	50.4	17.1	12.0	51.3		
Socio-Economic Status									
Subsidized meals	63	100.0	22.4	55.2	13.8	8.6	46.6	Yes	Yes
Full-pay meals	60	100.0	18.6	45.8	20.3	15.3	55.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	46	100.0	20.0	44.4	33.3	2.2	35.6
	Grade 4	41	100.0	12.5	40.0	40.0	7.5	47.5
	Grade 5	42	100.0	21.1	63.2	15.8	N/A	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	43	100.0	27.5	32.5	32.5	7.5	40.0
	Grade 4	42	100.0	21.4	40.5	38.1	N/A	38.1
	Grade 5	38	100.0	15.8	57.9	26.3	N/A	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	46	100.0	15.6	46.7	20.0	17.8	37.8
	Grade 4	41	100.0	17.5	35.0	25.0	22.5	47.5
	Grade 5	42	100.0	5.3	65.8	26.3	2.6	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	43	100.0	20.0	55.0	15.0	10.0	25.0
	Grade 4	42	100.0	21.4	50.0	26.2	2.4	28.6
	Grade 5	38	100.0	18.4	44.7	13.2	23.7	36.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 264)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.4%	Down from 5.7%	2.8%	2.7%
Attendance rate	96.0%	Down from 96.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		4.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.0%	3.5%
Eligible for gifted and talented	16.8%	Down from 28.8%	16.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 9.9%	8.6%	8.2%
Older than usual for grade	2.3%	Up from 1.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	27.8%	Down from 35.0%	52.5%	51.4%
Continuing contract teachers	88.9%	Up from 70.0%	90.2%	87.5%
Highly qualified teachers**	100.0%	N/A	94.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 87.8%	89.0%	86.7%
Teacher attendance rate	94.3%	Down from 98.9%	95.0%	94.9%
Average teacher salary	\$37,531	Up 1.4%	\$40,867	\$40,760
Prof. development days/teacher	15.7 days	Up from 9.4 days	11.6 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.7 to 1	19.9 to 1	18.9 to 1
Prime instructional time	88.5%	Down from 94.9%	90.3%	90.0%
Dollars spent per pupil*	\$5,673	Down 0.9%	\$5,712	\$6,044
Percent of expenditures for teacher salaries*	58.1%	Down from 61.1%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Strategic plans for determining school direction in the areas of curriculum and instruction, student achievement, and facilities are developed with the help of all stakeholders at Tigerville Elementary School. Each year, the plan is revisited, updated and changed as needed to meet the needs of the students who attend. Teachers, parents, administrators, staff and community members give input and set school goals that correlate with the Greenville County School's Education Plan. That plan addresses the following: Goal 1 - Raise the Academic Challenge and Performance of Each Student; Goal 2 - Ensure Quality Personnel in all Positions; Goal 3 - Provide a School Environment Supportive of Learning; Goal 4 - Effectively Manage and Further Develop Necessary Financial Resources; Goal 5 - Improve Public Understanding and Support of Public Schools.

During the 2003-04 school year, ACT 135 funding was used to upgrade technology by providing one computer and one printer for each classroom, and three new stations were established in the media center for student use. A yearlong after-school tutoring program was run from the same funding source and instructional materials/software were purchased to assist students scoring in the Below Basic category in ELA or Math on PACT. An instructional coach position allowed for additional classroom visits and assistance with determining the best techniques to enhance learning for each child. Staff development focused on increasing all student performance in Reading, Math, Writing, and Technology. School-based training was provided by the district English Language Arts Consultant and the Instructional Coach to improve teacher instruction. District Technology Instructors provided INTEL classes that all teachers have taken or will take during summer 2004. Staff members participated in various district and state training sessions and conferences that were aligned with the school goals and vision.

The SIC, PTA and School Leadership Teams worked to complete the school portfolio process during the 2002-03 school year. Information on demographics, student achievement and school perceptions were collected and analyzed to determine the needs of the students. A plan was then created based on those requirements and put into action throughout this year. May 2004 will offer these leadership groups the opportunity to revisit the goals, determine successes and challenges and adjust the plan as needed to provide desirable instruction for the students.

Professional development training for the 2003-04 school year was determined through the assessments, and changes in grade level teaching assignments were made to best serve the children. Several grants were secured to supplement equipment and academic needs such as the school-wide implementation of Touch Math techniques that were piloted in the Second Grade and Resource classrooms last year.

The parental support and teacher dedication found throughout our school create an educational program that focuses on the needs of the learner as an individual. As a team, the parents, students, and staff of Tigerville will continue to research school data in the areas mentioned above and look to further develop the instructional strategies that we use to advance student achievement.

Regina Urueta, Principal

Melissa Smith, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	37	19
Percent satisfied with learning environment	100.0%	85.7%	94.7%
Percent satisfied with social and physical environment	100.0%	89.2%	94.7%
Percent satisfied with home-school relations	94.7%	97.3%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.